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ABSTRACT

This instrument was developed to assist Ohio schools in their endeavors to improve the secondary school program in foreign languages. The checklist is organized into seven major categories (philosophy, organization and administration, class management and instruction, staff, curriculum, facilities and equipment, and evaluation) which represent essential aspects of secondary foreign language programs. While program organization, extent of facilities and activities available, staffing patterns, and other components of programs may vary from school to school, the categories will be represented to some degree in each school's program. The checklist is deemed a useful tool for surveying and assessing an existing program and comparing it to a quality program exemplified by the checklist items. (Author/JB)

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A Self-Appraisal Checklist for Foreign Languages in Ohio's Secondary Schools

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Introduction

The purpose of this self-appraisal checklist is to assist Ohio schools in their endeavors to improve the secondary school program in foreign languages. The checklist was prepared by the Ohio Department of Education, Division of Elementary and Secondary Education, with valuable assistance from a committee of Ohio educators.

The checklist is organized into seven major categories which represent essential aspects of secondary foreign language programs. While the organization of the program, extent of facilities and activities available, staffing patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful to any school in surveying and assessing its existing program and, in turn, comparing it to a quality program exemplified by the checklist items.

How To Use This Checklist

The Self-Appraisal Checklist for Foreign Languages in Ohio's Secondary Schools contains 109 items. Each item represents a criterion against which a school's program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of school foreign language programs. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read carefully each statement and determine as objectively as possible the extent to which the statement describes the school's program.

A 4 rating for an item suggests that the stated attribute of the school's program is very satisfactory; a 3 rating indicates the attribute is satisfactory. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement, and 0 indicates that the stated attribute is missing from the program.

A *possible score* is given for each category and for the total program based upon a 4 rating for each statement. The *self-appraisal score* is the total of the ratings given by the evaluator and should be compared to the *possible score* to determine the status of each category and of the total program. The "Summary of Scores" and "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between self-appraisal scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to efforts to improve the quality of the secondary foreign language program.

1. Philosophy

Possible score: 32 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. A clear, written statement of the philosophy and principles upon which the foreign language program is based is available to all foreign language staff members and other interested persons.	4	3	2	1	0
2. All foreign language staff members were involved in the development of the philosophy statement.	4	3	2	1	0
3. The foreign language philosophy is consistent with the district and building philosophies.	4	3	2	1	0
4. The foreign language philosophy is consistent with current trends in foreign language education.	4	3	2	1	0
5. The philosophy statement emphasizes humanistic, practical, and personal benefits of language study.	4	3	2	1	0
6. The philosophy statement is reviewed annually and discussed among the members of the foreign language staff.	4	3	2	1	0
7. Students are made aware of the foreign language program philosophy.	4	3	2	1	0
8. Objectives and classroom practices of the foreign language program reflect what is stated in the program philosophy.	4	3	2	1	0

2. Organization and Administration

Possible score: 64 *points* *Circle appropriate response:*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Foreign language courses are available to all students.	4 3 2 1 0
2. Policies governing the counseling of students with regard to foreign language study have been cooperatively developed by guidance counselors and the foreign language staff.	4 3 2 1 0
3. Guidance counselors are supplied with up-to-date information to help them counsel students regarding the foreign language program, language-related career opportunities, and post-secondary language study.	4 3 2 1 0
4. Students receive thorough orientation regarding the foreign language program prior to their enrolling in beginning courses.	4 3 2 1 0
5. Students are encouraged to study a foreign language for a minimum of three years.	4 3 2 1 0

6. Promotional activities such as language fairs, festivals, assemblies, and career days are organized as a means of encouraging students to elect foreign language study.	4 3 2 1 0	
7. The foreign language program is carefully articulated, with no gaps or redundancies in content or skill learning from one instructional level to the next.	4 3 2 1 0	
8. An individual with a foreign language education background functions as supervisor, coordinator, or department head.	4 3 2 1 0	
9. Separate classes are maintained for each level (year) of foreign language study.	4 3 2 1 0	
10. Classes are scheduled without regard to a minimum number of enrollees.	4 3 2 1 0	
11. To the maximum extent possible, advanced foreign language classes are scheduled so as to avoid conflicts with advanced courses in other subjects.	4 3 2 1 0	
12. Foreign language staff meetings are held regularly and are organized so as to provide both coordination for the program and professional growth opportunities for staff members.	4 3 2 1 0	

13. Accurate records are maintained of enrollment, attrition, achievement, and other indicators regarding the status of the foreign language program. 4 3 2 1 0

14. The school administration supports the foreign language program on a par with other areas of the curriculum. 4 3 2 1 0

15. An annual budget is allocated to the foreign language program. 4 3 2 1 0

16. Above and beyond its general inservice program, the school district provides opportunities and incentives for the professional growth of foreign language teachers. 4 3 2 1 0

3. Class Management and Instruction

Possible score: 84 *points* *Circle appropriate response:*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Class size is kept to a minimum, with no more than 25 students in classes where emphasis is on the development of oral communication skills. 4 3 2 1 0

2. Instructional procedures at each level reflect objectives contained in the course of study. 4 3 2 1 0

3.	Teachers' lesson plans are based on specific student learning objectives.	4 3 2 1 0
4.	Program objectives are clearly explained to the students.	4 3 2 1 0
5.	Students are systematically taught effective methods of learning the target language.	4 3 2 1 0
6.	Assignments and learning activities are differentiated according to students' individual needs.	4 3 2 1 0
7.	Foreign language classes at all levels include whole-class instruction, small-group activities, and individual work in balanced proportion.	4 3 2 1 0
8.	Modern language classes are conducted as much as possible in the target language.	4 3 2 1 0
9.	Each of the four basic language skills (listening comprehension, speaking, reading, and writing) is systematically developed through appropriate classroom activities.	4 3 2 1 0
10.	Oral communication in the target language deals with everyday situations and classroom procedures as well as the content of informational and literary materials that students have read.	4 3 2 1 0
11.	Opportunities for the students to hear different voices and accents are provided through use of such resources as native speakers, audio and video tapes, foreign language movies, and radio broadcasts.	4 3 2 1 0

12. A variety of reading material, both informational and literary, is available to teachers and students.	4	3	2	1	0
13. Emphasis is on the learning of vocabulary in context rather than in isolation.	4	3	2	1	0
14. Students are encouraged to use the target language in personalized situations through conversation and writing.	4	3	2	1	0
15. The mastery of specific language structures is facilitated by explanations and generalizations regarding their form and function in the language, accompanied by ample practice of the structures in meaningful contexts.	4	3	2	1	0
16. Instruction focuses on both "formal culture" (history, literature, art, music) and "deep culture" (contemporary values, attitudes, customs, behavior norms and expectations).	4	3	2	1	0
17. A variety of audiovisual material, both commercially prepared and teacher made, is used in classroom instruction.	4	3	2	1	0
18. Instructional activities relate work in foreign language classes to work in other subject areas.	4	3	2	1	0
19. Information about language-related career opportunities is made available to students.	4	3	2	1	0

20. Cocurricular activities (such as language clubs, festivals, banquets, weekend and summer camps, field trips, contests, foreign travel and study, and dramatic productions) are an integral part of the program and are available to all foreign language students. 4 3 2 1 0

21. Students are encouraged to correspond and exchange tapes with students from countries whose language they are learning. 4 3 2 1 0

4. Staff

Possible score: 80 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

Foreign language teachers:

1. Hold properly validated certificates for their teaching assignments. 4 3 2 1 0

2. Understand target language conversation of average tempo as well as lectures, news broadcasts, and similar forms of spoken discourse. 4 3 2 1 0

3. Speak the target language fluently, with correctness of vocabulary and grammar as well as authentic pronunciation and intonation. 4 3 2 1 0

4. Read mature target language prose and verse of average difficulty with direct and immediate comprehension.	4	3	2	1	0
5. Compose freely in the target language with clarity and correctness of vocabulary, idiom, and grammatical usage.	4	3	2	1	0
6. Have an in-depth awareness of similarities and differences between American culture and the culture of the people whose language is being taught.	4	3	2	1	0
7. Have traveled, studied, or resided in countries related to the languages they teach.	4	3	2	1	0
8. Have had thorough preparation in contemporary methods of foreign language teaching.	4	3	2	1	0
9. Have a systematic knowledge of the differences between the sound systems and grammatical structures of English and the target language, and apply this knowledge in planning for instruction.	4	3	2	1	0
10. Are aware of career opportunities available to persons proficient in foreign languages.	4	3	2	1	0
11. Are skilled in the use of visual and electronic instructional equipment.	4	3	2	1	0
12. Are able to help the librarian select appropriate print and nonprint foreign language materials.	4	3	2	1	0

13. Adapt content, materials, and methods of instruction to meet individual student needs, interests, abilities, and learning styles.	4	3	2	1	0
14. Employ a variety of instruments and procedures for measuring student aptitude, attitude, proficiency, and achievement.	4	3	2	1	0
15. Follow a plan for professional growth through:					
a. professional literature	4	3	2	1	0
b. graduate course work	4	3	2	1	0
c. participation in workshops and conferences	4	3	2	1	0
d. membership and active participation in foreign language professional organizations.	4	3	2	1	0
16. Share with colleagues professional information and ideas acquired at meetings, conferences, and workshops held outside the district.	4	3	2	1	0
17. Interpret the foreign language program to students, parents, counselors, school administrators, the board of education, and the community.	4	3	2	1	0

5. Curriculum

Possible score: 60 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. There is a current course of study for foreign languages prescribed by the board of education of the school district and approved by the State Board of Education.	4	3	2	1	0
2. The course of study constitutes an accurate description of the secondary foreign language program for purposes of providing information to school administrators, guidance counselors, parents, and other interested persons.	4	3	2	1	0
3. The course of study contains clearly defined objectives for each level of foreign language learning.	4	3	2	1	0
4. Goals and objectives of the foreign language program are realistic in terms of mastery levels that students can reasonably be expected to attain within the allotted time span and other limiting factors.	4	3	2	1	0
5. Objectives are directed at the progressive development of students'					
a. ability to understand the target language spoken at normal speed	4	3	2	1	0
b. ability to communicate orally in the target language	4	3	2	1	0
c. ability to read the target language for direct comprehension without translating	4	3	2	1	0

d. ability to compose simple prose in the target language	4 3 2 1 0	
e. awareness of similarities and differences between American culture and that of the people whose language is being studied	4 3 2 1 0	
f. knowledge of selected literary, historic, and artistic achievements of the people whose language is being studied.	4 3 2 1 0	
6. Objectives and content of advanced courses are diversified so as to permit student choices according to their individual needs, interests, and goals.	4 3 2 1 0	
7. Objectives for the various levels of instruction are effectively articulated to provide a sequential progression of skills and knowledge from level to level.	4 3 2 1 0	
8. The foreign language course of study is formally revised at least every five years.	4 3 2 1 0	
9. The foreign language program is reviewed annually, using current data and criteria such as this checklist, and needed revisions are made accordingly.	4 3 2 1 0	
10. Foreign language staff members have an opportunity to participate actively in curriculum review and development.	4 3 2 1 0	

6. Facilities and Equipment

Possible score: 72 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Foreign language classrooms contain:	
a. sufficient space and seating to accommodate the enrollment in classes	4 3 2 1 0
b. ample chalkboard and bulletin board space	4 3 2 1 0
c. accommodations for use of audiovisual equipment, including projection screens and opaque blinds.	4 3 2 1 0
2. Acoustical properties of classrooms facilitate rather than inhibit listening comprehension in an unfamiliar language.	4 3 2 1 0
3. Rooms are located away from noisy areas of the building (e.g., auditorium, gymnasium, cafeteria, industrial arts shops, and music practice rooms).	4 3 2 1 0
4. Classroom space and seating accommodations are adaptable to a variety of instructional activities.	4 3 2 1 0
5. Ample storage space for instructional materials, equipment, and supplies is centrally located for the department or contained in classrooms.	4 3 2 1 0

6. A variety of instructional equipment, together with supporting media services, is available to meet the needs of the foreign language program.	4	3	2	1	0
7. Instructional materials are selected for their appropriateness in meeting specific course goals as well as students' differential needs, interests, and learning modalities.	4	3	2	1	0
8. Materials available to staff and students include:					
a. textbooks and textbook-correlated materials such as tapes, teachers' guides, tests, workbooks and visual aids	4	3	2	1	0
b. newspapers and other periodicals appropriate for the student age group	4	3	2	1	0
c. videotapes, slides, films, filmstrips, and transparencies	4	3	2	1	0
d. dictionaries, encyclopedias, and other reference works appropriate for the student age group	4	3	2	1	0
e. wall maps, charts, posters, learning games, and realia from the target culture	4	3	2	1	0
f. tape and disc recordings of literary, musical, and informational selections	4	3	2	1	0
g. professional publications, periodicals, and other materials for teachers.	4	3	2	1	0
9. All materials are listed in an up-to-date catalog and are readily available to teachers.	4	3	2	1	0
10. All equipment and materials are maintained in a good state of repair and replaced when outworn or outdated.	4	3	2	1	0

7. Evaluation

Possible score: 44 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Evaluation procedures are designed to measure student progress toward attainment of the stated objectives of the foreign language program.	4	3	2	1	0
2. Students' mastery of all objectives specified in the course of study is evaluated.	4	3	2	1	0
3. A variety of evaluative procedures is used to measure student learning.	4	3	2	1	0
4. Basic evaluation criteria and procedures are clearly explained to students.	4	3	2	1	0
5. Evaluation of the four skills (listening, speaking, reading, and writing) is in direct proportion to the instructional emphasis each receives.	4	3	2	1	0
6. In addition to their knowledge about the structure of the target language, students' skills in using the language for effective communication are systematically evaluated.	4	3	2	1	0
7. Students' knowledge of both "formal" culture and "deep" culture is evaluated.	4	3	2	1	0

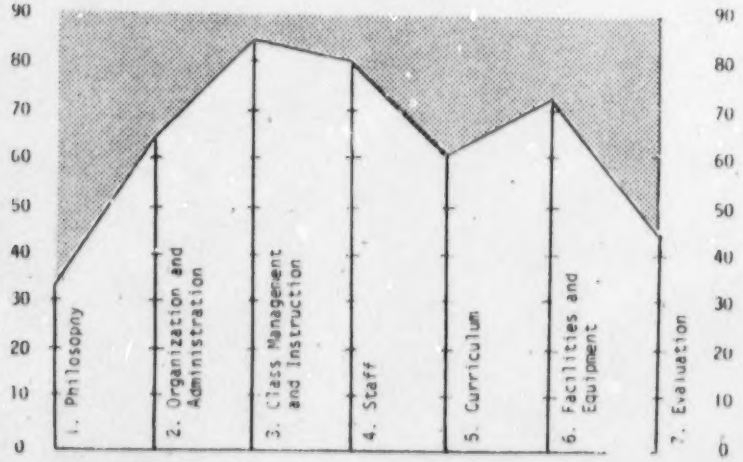
8. Evaluative procedures approximate real situations in the target language and culture.	4	3	2	1	0
9. Students are helped to evaluate their own progress.	4	3	2	1	0
10. Students are encouraged to evaluate the effectiveness of instruction and of the foreign language program.	4	3	2	1	0
11. Various standardized tests are used to help determine student aptitude, achievement, and proficiency.	4	3	2	1	0

SUMMARY OF SCORES

	Possible Score	*Self-Appraisal Score*
1. Philosophy	32	_____
2. Organization and Administration	64	_____
3. Class Management and Instruction	84	_____
4. Staff	80	_____
5. Curriculum	60	_____
6. Facilities and Equipment	72	_____
7. Evaluation	44	_____
Totals	436	_____

SCORE COMPARISON CHART

The dots and connected lines on the graph below indicate the highest possible summary of scores. Chart your self-appraisal score to determine strong and weak areas of your school's secondary foreign language program.



SUMMARY OF NEEDED IMPROVEMENTS

1. Philosophy

2. Organization and Administration

3. Class Management and Organization

4. Staff

5. Curriculum

6. Facilities and Equipment

7. Evaluation

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